

A newsletter for family and consumer sciences educators, published three times during the school year by the Missouri Department of Elementary and Secondary Education.

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The NEWS in Missouri Family and Consumer Sciences Education



From the Director

Cynthia K. Arendt, Director Family and Consumer Sciences

Can it really be time to put a new calendar on my desk? I don't know about you, but I am still working on last October! The fall is a blur. In November, the Family and Consumer Sciences staff was on the road. In a span of less than two weeks, we traveled a total of 1,500 miles and presented seven regional workshops. Over 300 teachers and student teachers attended the sessions. We were delighted to introduce two new curriculum guides and to have the opportunity to explore more in depth the philosophy of their development, using critical science and practical problems to teach content.

Each year since 1996, when we introduced this philosophy to teachers we have offered at least one professional development opportunity that has focused on using problem solving and critical thinking to teach content. At the same time we approved the use of six

curriculum guides from Ohio. These guides were based on using critical thinking and practical problem solving to teach content. We are very proud that Missouri has since been able to add to those curriculum resources with the development of the guides "Food Science", 1998; "Child Development, Care, and Guidance, Advanced", 1999, Family and Individual Health, 1999 and the Career and Family Leadership and Family/Consumer Resource Management, 2002.

Teaching is definitely a career that calls for life long learning. Letting go of the old and to explore the new is difficult. Changing the philosophy we use in developing curriculum has been a challenge to us but one we have embraced and believe is better for student learning. We all want to do what is best for our students and to provide them with not only content but with

process skills they will use for a lifetime. Hopefully, one of your professional goals for the New Year is to read more about systems of action, critical thinking and practical problem solving and to begin to incorporate these into your classroom.

To help you, some suggested readings are: ***Thinking for Ethical Action in Families and Communities***; 17th Annual Yearbook, American Association of Family and Consumer Sciences, and ***Family and Consumer Sciences Curriculum: Toward a Critical Science Approach***, 19th Annual Yearbook, American Association of Family and Consumer Sciences. These books are available for loan through the Missouri resource center CATER. An on-line directory and information can be found at: <http://cater.missouri.edu>. Call toll-free in Missouri: 1-800-392-7217.

After November came the Annual Association of

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www.dese.state.mo.us/divvoted/FACS_Staff.Htm



The Missouri Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national, origin, age, sex, disability, or veteran status in its programs, services, or employment practices.

Career and Technical Education (CTE) meeting in Las Vegas, Nevada, (continued on page 2) December 12-15, 2002. The theme, "Magic of Change" was appropriate. There have been a lot of changes taking place in our world as the result of terrorist attacks, continued threats, an uncertain economy, state budgets being squeezed, technological advances, and scientific breakthroughs. It means a whole new world for our students and for us.

Of course, the main topic at the convention was the impending reauthorization of the Career and Technical Education Legislation, followed by the funding request for the upcoming fiscal year. Several sessions were devoted to these topics alone. The Honorable Carol D'Amico, U.S. Assistant Secretary for Vocational and Adult Education spoke not only at an opening session but again on Friday afternoon. As you recall, in November an alert came out on the ACTE wire stating that a part of the President's budget submission to Congress in January would **eliminate funding for the Perkins Act**. The funds would be

used to offset a shortfall that exists in the Pell Grant program. This alert generated over 60,000 messages from the public against the plan and the idea was dropped.

D'Amico's message was clear; the principles embedded in the No Child Left Behind Act will give a framework to shape any Perkins reauthorization discussion. These are closing the achievement gap, assessment of reading and mathematics, proper certification of

"There should be an emphasis on the high school level because this is where the shortcomings of the education system manifest themselves"

teachers and the use of research based methods for instruction and programs. She called for an increase in the rigor of course requirements in math, reading, and science, lamenting that too many students were being exposed to "watered down courses." She said, "Our office is focused on the appropriate role of technical education as it relates to strengthening high schools in this country".

D'Amico said, "There should be an emphasis on the high school level because this is where the shortcomings of the education system manifest themselves." Exactly, what this would mean for technical education at the secondary level is uncertain since D'Amico has long been in favor of putting it at the postsecondary level. She compared the educational achievements of high school students in the United States with those in other industrialized nations, and identified areas of concern that she attributes to a lackluster curriculum and low expectations of students. She explained that the business community routinely laments that there is a great need for students with good math and science skills. She stated that the Perkins reauthorization process would look at how CTE can foster academic achievement in secondary schools. These themes were repeated during a jam-packed session by a legislative panel. To view Ms. D'Amico's presentation go to <http://www.acteonline.org/>. For more information on funding see page 11.

Career and Technical Education Week

February 9—15, 2003

Each year the Association for Career and Technical Education creates a theme around which Career and Technical Education Week promotions can be built. The theme for 2003 is "Career Tech: Working on Your Future".



February 9-15, 2003

Career Tech: Working on Your Future



February 9—15, 2003

FCCLA Week: Creating Connections

Family and Consumer Sciences Enrollment in Missouri's Teacher Education Institutions

By: Janey Miller

"Missouri will need over 21,000 new teachers and administrators by 2010, almost one third of the current workforce. While demand for teachers is increasing, the supply is decreasing. If these trends continue, 5,000 Missouri PK-12 classrooms will be staffed by less than fully certified teachers by the beginning of the 2004-2005 academic school year."(1) According to the research conducted by Dr. David Hough, project investigator, for the *Institute for School Improvement*, the demand for teachers and administrators in Missouri continues to increase at a substantial rate while, supply continues to decrease. "This abnormality hinders urban school districts' efforts to fill teaching positions in areas of critical need; rural districts face even more difficult staffing options."(2) As teaching positions are left unfilled, administrators in rural areas are faced with the possibility of eliminating programs. This trend has increased over the last ten years.

Missouri records data indicate that in 1998-99, appropriately certificated teachers taught 96.4 % of public school courses. Since that time, the percent has hovered near 95%. In looking at various areas of appropriate certification, elementary grades are taught most often by appropriately certificated teachers (97.8 %). Science is the academic area taught most often by not-appropriately certificated individuals (92.5).

Other areas taught most often by individuals without the appropriate certificate are generally **vocational courses**. In 2001-2002, ten percent (10 %) of family and consumer sciences courses were taught by

individuals without the appropriate certificate. Family and consumer sciences is the second highest vocational area with individuals in the classroom who do not have the appropriate certification.

Family and consumer sciences teacher education programs at Missouri's teacher preparation institutions have been addressing the issue of teacher supply and demand along with certification. Most family and consumer sciences pre-service institutions are seeing a slight increase in the number of applicants to their programs and in the number of teachers graduating from their programs. Each institution is addressing supply and demand and certification in ways unique to their institution.

Central Missouri State University-- Dr. Sandra Dassenko, professor of nutrition education and F&CS teacher educator.

Dr. Sandra Dassenko reports, "The enrollment in family and consumer sciences at Central Missouri State University has more than doubled in the past 5 years. Current enrollment is at 35 undergraduate students. In addition to PDS (Professional Development School sites) the students have the opportunity to work in and learn about urban education through CMSU's sponsorship of Charter Schools in the Kansas City metropolitan area. Students complete the subject matter and certification requirements through the 124 credit hour Bachelor of Science in Education degree following a traditional four-year undergraduate sequence. The entire education program was reaccredited by the National Council of Accreditation of Teacher Education (NCATE) and the

Department of Elementary and Secondary Education in 2002. In addition to serving undergraduate students, there are opportunities for post baccalaureate individuals to obtain certification through the Alternative Certification program and now through the Masters of Arts in Teaching (MAT)."

College of the Ozarks--Teresa Geisler, F&CS professor and teacher educator.

The College of the Ozarks currently has six students declaring F&CS education as a major. Ms. Geisler said, "It has been six years since we have had any majors in that area. I am excited!"

Fontbonne University--Jan Crites, Chair of HES and teacher educator.

Jan Crites reported, "Enrollment is up in both the undergraduate and graduate F&CS programs at the University. There are approximately 30 enrolled in the F&CS programs. This includes a few traditional aged students and a lot of returning adults who are changing careers and/or adding to their professional development by pursuing a master's degree. While this enrollment still will not meet the demand in the metropolitan area, it does make a significant contribution to addressing the critical shortage of F&CS educators in the local area." Ms. Crites also serves as the F&CS teacher educator at Fontbonne and, in this role, she said she is "also working with some students and school administrators on emergency certification in urban settings with critical needs by helping students and administrators develop a systematic plan for the student's progress toward meeting certification requirements in a timely manner." Crites is also

pleased to report, “that the F&CS graduate program will be coming out of the Department of Human Environmental Sciences where it is possible to make the program content rich and provide students the opportunity for adding depth as well as breadth in selected subject matter areas. It is also a pleasure to report that F&CS is alive and very well...in many middle and secondary programs in the St. Louis Metropolitan area with at least two secondary programs where there are 8-9 full time faculty members in F&CS. The Department of HES at Fontbonne University stands ready to serve the F&CS teacher education needs in this region.”

Northwest Missouri State University--Dr. Frances Shipley, chair and teacher educator.

Dr. Shipley reports an irregular growth pattern for the last five years. Enrollment has increased from thirteen students in 1998-1999 to twenty-two students in 2002-2003. Dr. Shipley anticipates that there will be seven graduates in 2002-2003; however, a graduate projection for 2003-2004 is down to four. Dr. Shipley writes, “You can see that we are still not adequately addressing the shortage. Starting this year all students will have to have a 21 ACT to enter Teacher Education Programs at Northwest. This has been an impediment to some of our students who aspire to be F&CS teachers. We really need to stress to students in high school F&CS classes that aspire to be teachers, the importance of a good sound college prep program in high school and the importance in doing well on the ACT test.”

Southeast Missouri State University--Dr. Paula King, chair & interim teacher educator.

Dr. Paula King states that “Southeast currently has 28 F&CS education

majors, three of whom will graduate this semester. This represents a greater than 100% increase in majors over the past 6 years, and does not include the 3 or 4 students currently pursuing alternative certification.”

Southwest Missouri State University--Dr. Cheryl Mimbs, teacher educator.

The F&CS education program at Southwest has an enrollment of 35 majors and has steadily maintained this number over the last few years. There were 12 graduates in 2001-2002 and all are currently in teaching positions. Dr. Mimbs has maintained the largest F&CS education program in the state for several years and continues to work diligently at building the program at SMS, as do all the teacher educators at their respective institutions.

University of Missouri – Columbia--Vickie Shahan, Director of Student Services and interim teacher educator.

Ms. Shahan indicates the F&CS education enrollment at MU - Columbia remains the same, with no increase since the F&CS education program moved to the College of Human Environmental Sciences a few years ago. With the recent funding cuts to higher education and the current budget uncertainties the program is in jeopardy of being eliminated.

Although F&CS enrollment in our teaching institutions does show stability in most programs and a slight increase in the number of teachers graduated, there is still much work to be done to meet present and future demands for family and consumer sciences teachers. No one strategy, program, institution or entity will bring about the changes needed to meet the demand for future teachers.

According to Dr. Hough in “*Teacher*

& Administrator Supply & Demand in Missouri: Analyzing the Trends, the focus over the last several years has been placed on recruitment initiatives such as alternative licensing programs, financial incentives, signing bonuses, loan forgiveness and housing incentives; all designed to supply more available teachers to meet the increasing demand. These initiatives have increased the supply, but have not met current demands. Recommendations suggested for addressing the teacher shortage dilemma, put more emphasis on decreasing the demand. “According to some studies, the reason which stands above all others for teacher shortage problems is attrition (McCreight, 2000); i.e. teachers leaving the profession in disproportionate numbers at both ends of the age continuum—beginning teachers (usually under age 30 and before their sixth year of teaching) and seasoned career teachers (often “baby boomers” and/or individuals with 20+ years’ teaching experience).”(3) Other suggestions include developing policies aimed at recruiting individuals from specific targeted geographic regions to gain certification in high need areas (i.e. special education, sciences, mathematics, etc). National Board Certification may be a way to help professionalize the occupation of teaching by attracting more individuals into the field.

“According to Wong & Wong (2001), approximately 50% of newly hired teachers nationwide will leave the profession within the first three to five years.”(4) While programs to support new teachers to increase retention have been implemented in local school districts and supported through the work of the Missouri Regional Professional Development Centers, more progress in this area must be achieved.

If we are to make a difference in the control over teacher supply and demand, school systems, institutions of higher learning, state departments of education and pre-service and career teachers will need to collaborate to address the imbalances. We must all work together to achieve the desired (*continued on page 5*) outcome—a superior education system for Missouri’s children. For additional questions about the F&CS programs at Missouri pre-service institutions, please contact the teacher educator at the teaching institution. Contact information may be found on the F&CS DESE web site at: http://www.dese.state.mo.us/divvoted/FACS_teacher_ed.htm

1. Hough, PhD, David L. (February 2002), *Teacher & Administrator Supply & Demand in Missouri: Analyzing the Trends*, Policy Brief, pp1.

Interim Teacher Educator Hired at Southeast Missouri State University

By: Janey Miller

Patricia Starnes Yancey, a family and consumer sciences teacher from Mississippi, has been given a one-year appointment as teacher educator in the family and consumer sciences education program at Southeast Missouri State University.

Ms. Yancey has taught family and consumer sciences for nine years in the Mississippi public school system and has also worked as a marriage & family therapist for two years in the Mississippi public schools. In the fall of 2001 Ms. Yancey joined the Human Environmental Studies staff at Southeast Missouri State University as part time staff to teach courses in child development and family life. This fall she was appointed to a full time position and has added to her teaching schedule a

methods of teaching vocational family and consumer sciences course, supervision of student teachers and the responsibility of being the interim FACS teacher educator for the University.

Ms. Yancey earned a BS in Home Economics Education from Delta State University in Cleveland, Mississippi, and a MS in Marriage and Family Therapy from the University of Southern Mississippi in Hattiesburg, Mississippi. Her professional goals include a permanent full time position working with college age students at SEMO. She resides in Cape Girardeau with her husband, five year old son, and two year old daughter. We welcome Ms. Yancey to Missouri.

ATTENTION MIDDLE SCHOOL TEACHERS

Johnson & Wales University and the Healthy Kids Challenge are pleased to announce the First Annual National Middle School “Health/Heritage” Recipe Contest. The contest is open to 7th & 8th grade students. As a special benefit for you and your students, is the “Chef for a Day” event when a Johnson & Wales professional chef will visit the winner’s school to develop a presentation of the winning recipe, and present the student with a plaque in recognition of their achievement.

If you would like brochures or information about this opportunity, contact Manuel Pimentel, Jr., Senior Vice Preside of University Relations, at mpimentel@jwu.edu or call 1-(800) 342-5598



Curriculum News

By Debbie Pohl

Three statewide curriculum projects in development over the last several years are now complete! Missouri curriculum resource guides for Career Development/Entrepreneurship, a new high school semester course; Career and Family Leadership, a new high school level comprehensive semester course; and Family/Consumer Resource Management, a high school level semester course, are now available for purchase through the Instructional Materials Laboratory (IML) at the University of Missouri-

Columbia. The guides follow the competency lists developed for each of these courses in the 2000-01 school year and include the critical thinking/practical problem-solving approach, emphasizing process skills and performance assessment.

Regional workshops inservicing the Family/Consumer Resource Management and Career and Family Leadership guides were held in 7 locations across the state in November 2002. Inservice for the Career

Development/Entrepreneurship guide is tentatively being planned for the 2003 Summer Conference in Springfield. Details will be included with other conference information in the spring issue of this newsletter.

To order the three resource guides, contact IML Sales toll free at 1-800-669-2465 or visit them online at www.iml.coe.missouri.edu. For more information, contact Debbie Pohl at the state office.

2003 Missouri ACTE/MoEFACS Summer Inservice Conference

MoEFACS Theme: Make Your Own Magic with Family and Consumer Sciences

The Missouri Educators of Family and Consumer Sciences Board of Directors met in Columbia on November 1, 2002, to begin plans for the 2003 Summer In-service Conference. The conference is scheduled for July 22-24, 2003, in Springfield. The Clarion Hotel, 3333 S. Glenstone, will again serve as headquarters for MoEFACS meetings and activities. MoEFACS and Missouri ACTE registration, exhibits, and

Missouri ACTE general sessions will be held at the University Plaza Convention Center and Jordan Valley Ice Park. Additional program and registration information will be included in a forthcoming online issue of the *Missouri ACTE Reporter* and the online spring issue of the *NEWS*.

The annual in-service conference is held for family and consumer sciences educators at the middle,

junior high, senior high, postsecondary and adult levels, and



Call for Carousel/Best Practices Presenters

Do you have an innovative curriculum, teaching, or program idea you would like to share during the summer in-service conference or know of someone else who does? Opportunities for presentations during summer conference are available for family and consumer sciences educators through the carousel (roundtable), and new this year, the Curriculum/Program Ideas Best Practices Session.

The Carousel of Teaching Ideas will take place on Thursday morning, July 24, following the MoEFACS Closing General Session. Carousel presenters will give four (4) 20-minute presentations during this session time from 10:15 a.m. to noon. The Curriculum/Program Ideas Best Practices session will be held on Wednesday afternoon, July 23, from 3:00-4:30 p.m. Presenters selected for this session will make one 10-15 minute presentation,

depending on the number of presenters selected.

A presentation proposal form that can be completed for these session formats is available at: Missouri Family and Consumer Sciences web page. Proposals are due to the state office by Friday, March 14, 2003. For more information, contact Debbie Pohl, 573/751-7965 or by e-mail at dpohl@mail.dese.state.mo.us.

Call for Mentors

The MoEFACS Mentor Committee is seeking volunteers to serve as mentors to new or re-entering professionals. To be a mentor you must:

- have attended a Missouri ACTE/MoEFACS Summer Conference within the last two years;
- plan to attend the 2003 Missouri ACTE/MoEFACS Summer

Conference;

- have taught in Missouri at least two years; and
- be willing to network and support a new or re-entering professional for the coming year.

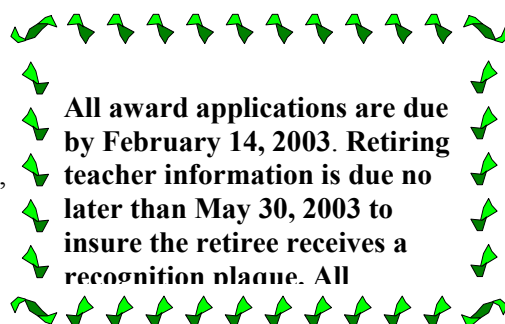
Mentors and mentees will meet Monday evening, July 21 at 4:00 p.m. and various times throughout the 2003 Missouri ACTE/MoEFACS

Summer Conference. If you are willing to serve as a mentor, complete the Mentor application form included on the [Missouri Family and Consumer Sciences web page](#) and return to: Mary Beene, MoEFACS Mentor Committee Chair, PO Box 11425, Kansas City, MO 64 112.

MoEFACS Awards and Recognition

The MoEFACS Awards and Recognition Committee would like to announce the following awards for the 2002-2003 school year. All will be presented during the Missouri ACTE/MoEFACS Summer Conference. Applications for all awards and recognition are available on the DESE Family and Consumer

Sciences Web page at http://www.dese.state.mo.us/divvoted/facs_index.htm. After completion, forms should be sent to: Mary Avery, MoEFACS Awards and Recognition Chair, 4503 June, St. Louis, MO 63121.



All award applications are due by February 14, 2003. Retiring teacher information is due no later than May 30, 2003 to insure the retiree receives a recognition plaque. All

MoEFACS Recognition Award

The MoEFACS Recognition Award is an award given to recognize those outside the field of education for their meritorious contributions to the improvement, promotion, development and progress of Missouri family and consumer sciences education. Recipients can be

individuals, businesses, or organizations. Nominations must be made by MoEFACS members. To nominate a candidate for the award, the MoEFACS member must complete the form provided on the [Missouri Family and Consumer Sciences web page](#) that includes a description of the nominee's

contributions to the profession at the local, state or national level. Selection of recipients will be based primarily on this description. Letters of endorsement may be included with the application. The MoEFACS Awards and Recognition committee reserves the right not to make an award if in its judgment no worthy

MoEFACS Legislative Recognition Award

The MoEFACS Legislative Recognition Award is an award given to recognize legislators for their meritorious contributions to the improvement, promotion, development and progress of family and consumer sciences education.

All nominations must come from MoEFACS members. The award will be made during the MoEFACS summer inservice conference in July. Selected

recipients will be invited to attend. To nominate a candidate, a member must complete an [application form](#). This application includes a description of the nominee's activities that have supported family and consumer sciences education locally, statewide or nationally. Selection of recipients of awards will be based primarily on this description. Letters of endorsement may be included with the application, if desired. The Awards and Recognition Committee reserves the right not to make awards if,

in their judgment, no worthy nominations are received.

The award nomination(s) must be **postmarked no later than February 14, 2003**, and mailed directly to:

**Mary Avery, Chair
MoEFACS Awards and Recognition
Committee
4503 June
St. Louis, MO 63121
314/382-1903**

e-mail: ms_mlavry@yahoo.com

MoEFACS Teacher of the Year and MoEFACS New Professional Awards

Nominations are currently being accepted for the MoEFACS Teacher of the Year and the MoEFACS New Professional for 2002-2003. To be eligible for either award, teachers must currently be tri-level professional organization members of MoEFACS, ACTE and one national family and consumer sciences education affiliate such as

NATFACS, NALSFACS or NAPAFACS.

For the Teacher of the Year award, tri-level membership is required for the past 5 consecutive years and contributions and achievements on which the nomination is based should have been made within the past ten years. For the New Professional, tri-level membership is required for the past 3 consecutive

years and the nominee must have taught a minimum of three years but no more than five. Nominees can be in their sixth year of teaching at the time of application. Nominees for both awards must have been involved in some capacity in Missouri ACTE/ MoEFACS activities at local and/or state levels. Applications for both awards are included on the [Missouri Family and Consumer Sciences web page](#).

MoEFACS PRIDE Award

The MoEFACS Awards and Recognition Committee would like to encourage each family and consumer sciences program to enhance the image of family and consumer sciences education by developing a public relations project for the 2002-2003 school year. Departments may
























submit projects to the committee for consideration for the MoEFACS PRIDE (Public Relations in Developing Excellence) Award. A plaque will be presented to the winner during the MoEFACS Awards and Recognition Brunch. The winning application also will be submitted to

NATFACS for consideration in the NATFACS PRIDE Award competition in the spring of 2004. Complete the application form included on the [Missouri Family and Consumer Sciences web page](#) after implementation of your project and send to the MoEFACS Awards and Recognition Committee Chair by February 14, 2003.
























MoEFACS Retirees

The MoEFACS Awards and Recognition Committee is requesting the names of MoEFACS members who are retiring this year. These teachers will be recognized during the MoEFACS Awards and Recognition function during the summer in-service conference. If you are a retiring

member of MoEFACS or know of a member/teacher who is, complete the appropriate form included on the [Missouri Family and Consumer Sciences web page](#) and return by May 30, 2003, to the MoEFACS Awards and Recognition Committee Chair.

PLEASE NOTE: Retiree
 notifications received **AFTER** the
 May 30 deadline will be recognized at
 the Awards and Recognition
 Luncheon, but cannot be guaranteed a
 recognition plaque.

MoEFACS Scholarships Available

The MoEFACS Scholarship Committee is pleased to announce two \$1,000 scholarships available for students in Missouri high schools and postsecondary institutions. Scholarship applicants must either be a high school senior or a college sophomore or junior planning to pursue a degree in family and consumer sciences education.

Applications must include letters of reference; a resume; current transcript(s); a completed application form; and an essay, video, or pamphlet describing the applicant's experiences and ambitions related to the field of family and consumer sciences education. Applications can be obtained from Ginny Stone, MoEFACS Scholarship Committee

Chair, 5470 SE Downing Road,
Lathrop, MO 64465, or can be
accessed on the Family and
Consumer Sciences home page at
[http://www.dese.state.mo.us/
divvoted/facs_moefacs.htm](http://www.dese.state.mo.us/divvoted/facs_moefacs.htm).
Postmark deadline for all
applications is March 1, 2003. For
more information contact Ginny
Stone by e-mail at:
gstone@nkcsd.k12.mo.us.

Affiliation Update

By: Christine Hollingsworth

As of December 20, 2002, 11,700 members have joined Missouri FCCLA. It is so exciting to see advisors and students ready to take part in all of the wonderful opportunities FCCLA can offer.

Chapters may still affiliate for the first time or add additional members throughout the school year. Many chapters add additional members as new students enter the family and consumer sciences classroom for the second semester. All chapters wishing to attend the annual state leadership conference

will need to affiliate by March 1. Additional membership affiliation forms are available online at the Missouri FCCLA web site or may be obtained by simply calling or sending the state office a request.

As a recap – here are a few helpful hints for affiliation.

- Use the Missouri FCCLA [affiliation form](#) (available on the state web site)
- Send ONE check for both state AND national dues to the state office

- Do not send a purchase order or a future payment voucher
- Submit the affiliation form, [membership roster](#) and payment in one envelope
- Double check calculations for payment.

If an affiliation comes to the office without a form, payment or membership roster, we are unable to process the paperwork to finalize affiliation.

As always, please direct any questions to the state office.

SCHOOL ADMINISTRATOR RECOGNITION PROGRAM

Without the support of school administrators, students could not take advantage of the many opportunities offered through Family, Career and Community Leaders of America. If your administrator shows outstanding support of FCCLA in your school, you might want to consider nominating him or her for

the School Administrator Award. Two administrators will be recognized at the state level and their names will be forwarded to the national office for consideration of their award. Any FCCLA member, advisor or parent may nominate a school administrator. This is an excellent way to show your

administrator you appreciate their efforts!

The nomination form may be accessed from the state [FCCLA web site](#) or by calling the state office. The deadline for submitting nominations to the state office is March 1. Cluster Meetings provide an excellent

2002 and 2003 Cluster Meetings

way to motivate chapter members and energize chapter advisors! The 2002 Cluster Meetings, "Creating Connections," provided leadership training, excitement and fun for 10,611 members and advisors at the four cluster meeting sites. Missouri had a total of 819 participants attending all four states.

locations are:

- November 14-16 – Cincinnati, Ohio and Jacksonville, Florida
- November 21-22 - Dallas, Texas and Spokane, Washington

advisors for your help in hosting the St. Louis Cluster Meeting. Your support of the meeting is important to the state association.

The 2003 Cluster Meetings dates and

Thanks to all the members and

State Leadership Conference

Are your students in the 'zone' with FCCLA yet this year? The 2003 State Leadership Conference will be a chance for all members and advisors to learn more about FCCLA and to celebrate the accomplishments of the 2002-2003 school year.

Conference activities will be taking place at the Holiday Inn Select and the Expo Center. Some STAR Events will take place off-site. All [conference registration materials](#) and lodging information may be obtained on the Missouri FCCLA web site.

Dates: March 30-April 1, 2003
Location: Holiday Inn Select Hotel, Columbia, MO
Conference Registration - \$40 per person
STAR Events Entry Fee - \$15 per person
Special Edition Conference T-shirts - \$10 each

All registrations received after March 1 will be subject to a \$10 per person additional charge.



National Leadership Meeting – July 6-10, 2003



The 2003 National Leadership Meeting will be held July 6-10, 2003 in Philadelphia, Pennsylvania. The meeting sessions will be held at the Convention Center and downtown hotels. Come and enjoy this exciting city, make new friends, share ideas, and learn more about national programs. "FCCLA Wants You: Accept the Challenge" is the theme that the 2002-2003 National Executive Council has selected for

the meeting.

General information on the meeting is included in the State Leadership Conference mailing to all affiliated chapters in January. As the state office receives more specifics about this meeting, chapters will be notified by mail or through the web site.

Legislative Shadowing Program

Missouri Family, Career and Community Leaders of America will be once again sponsoring the FCCLA Legislative Shadowing Program, March 4-5, 2003. By involving Missouri Family, Career and Community Leaders of America members in the legislative shadowing project, members will expand their capabilities in understanding, interpreting and setting public policy focused on family, work and social issues related to building strong communities.

Participants will see how the skills learned in family and consumer sciences, as well as those learned and refined in Family, Career and Community Leaders of America, serve to assist individuals as they become an advocate for family, career and community issues. This FCCLA program reflects Goal 4 of the Missouri Show-Me Standards and integrates family and consumer sciences content with the Social Studies performance standards 1, 2 and 3.

The objectives of this program are as follows:

1. Increase FCCLA member awareness of state government and the political process.
2. Interpret the duties of elected officials or policy makers.
3. Develop awareness of current issues, especially those relating to families.
4. Explore career options within public service.
5. Educate local chapters, school, and/or communities about the shadowing experience.

Only affiliated (paying regional, state and national dues) Missouri FCCLA members who are in their junior or senior year of high school are eligible to apply. Chapters may submit two applications for this program. [All applications](#) must be postmarked on or before **January 24, 2003**. Members will be chosen for this program, ideally representing all of the 13 Missouri FCCLA regions. After the shadowing experience in Jefferson City, participants are expected to follow-up by completing activities to educate or inform their chapter, school and/or community about the project.

What We Get From Perkins

By: Cynthia K. Arendt

Just a little review as to why it is important that Perkins remains separate legislation and is not folded into the Elementary and Secondary Education Act or a Labor Department Act. The Perkins Basic State Grants provide program improvement support to secondary and postsecondary career and technical education programs. Eligible recipients include high schools, and area career and technical schools, as well as community and technical colleges. For the next reauthorization, the American Association of Career and Technical Education and the National Association of State Directors of Career and Technical Education will be focusing on the following legislative priorities: 1) support of separate legislation for career and technical education versus a block grant as a part of other legislation, because it is an essential component of the education and workforce systems; 2) encourage innovation such as the use of the career clusters as a vehicle to ensure rigor in CTE programs and the alignment of CTE standards with current business and industry needs, 3) enhancement of student leadership, teamwork, and citizenship through Career and Technical Student Organizations (CTOs), 4) support strong and meaningful performance accountability provisions, 5) sustain state flexibility, 6) strengthening administrative support at the state level and 7) increase authorized level of funding.

Perkins funds in Missouri assist with the development of Family and Consumer Sciences curriculum, professional development sessions for teachers and staff to administer programs such as the Family, Career and Community Leaders of America, technical support for programs and even this newsletter. Perkins dollars are also used to match state funds in order to provide salary money for teachers in our career focused programs. Without the federal match the state vocational money would be reduced significantly or eliminated.

Nancy O'Brien, Senior Director of Public Policy for ACTE, in session on legislative priorities discussed some of the hurdles that will need to be addressed not only with D'Amico's office but legislators for career and technical education during the next reauthorization. Issues such as are there too many purposes and uses of Perkins money? Where is the program to be located? How essential is CTE at the secondary level? Who is secondary CTE for and for what purpose? What is the federal role in postsecondary CTE? Should CTE be "education" or "training"? What is the best way to help special populations?

Data from one national report indicates that CTE is a key secondary program, the enrollment has been stable for 10 years with 25% of the students taking a concentration in a major, 45% taking 3 or more classes, and 98% percent of the secondary students taking at least one career and technical course. However, these programs are costly relative to other types of programs, and in this time of national and state budget cuts, higher cost programs-regardless of their merit-often are targeted for cuts first. Carol D'Amico stated that high schools needed to be strengthened, that there are too many "watered down" courses. She cited Public Agenda research showing only 27% of the secondary students take a core curriculum and that there is too low of expectations for students. D'Amico discussed measuring end of course content across the nation to meet an expected standard of learning in order to ensure that students get what they need.

Nancy O'Brien and the ACTE staff have their work cut out for them but then, so do we! I am reminded of some of the competencies that are expected of students in almost every content area of Family and Consumer Sciences in Missouri, "to examine ethical and professional responsibilities...and to be a public advocate for your career and family". Are we modeling advocacy and professionalism for our students? Career and technical educators need to be proactive as well as reactive. I am always amazed when I hear someone make the statement that a magazine is all they get for their professional dues to ACTE and Missouri ACTE. The professional dues paid to these organizations are used not only for publications but to provide career and technical education teachers, administrators, and STUDENTS a voice on Capitol Hill in Washington D.C. and here in Jefferson City. It is sad that many individuals are willing to let a few pay for the benefits of all.

Final Recommendations for Teaching Personal Finance Approaching

By: Cynthia Arendt

Last summer at Missouri ACTE we distributed a copy of HB 1973; which was “Truly Agreed to and Finally Passed” during the Second Session of the 91st General Assembly, May, 2002. The purpose of the bill is for promoting and improving each public school student’s knowledge and responsibility relating to economics and personal finance. It called for the Department of Elementary and Secondary Education to conduct a study of economics and personal finance and submit a report with recommendations to the Missouri general assembly on or before January 1, 2003.

During the fall workshops, we reported there was little available to share since money to complete the study was still needed. Enough money was raised in early November and a preliminary report was submitted on December 31, 2002. The final report with the final recommendations will be submitted by the end of February. Sara Page McCorkle and Stan Mengel are responsible for the study. Information as to how to access this report and share comments via the computer is provided at the end of this article.

The recommendations are to address what methods, materials, procedures, and in-service training teachers have relating to principles of economics and personal finance. The Family and Consumer Sciences section has a history of providing curriculum materials for teachers in consumer education, procedures for instruction and in-service training of teachers. The newly completed Consumer Resource Guide is just one example of this. Family and Consumer Sciences teachers teach personal finance in Family Resource Management and Exploratory Family and Consumer Sciences. Student participation remains high, during the 2000-2001 school year over 15,000 students were enrolled in our Exploratory and Family and Consumer Resource Management courses that have competencies addressing personal finance. The FCCLA Financial Fitness program addresses personal finance.

Bullet five in the legislation calls for a report to address the appropriate undergraduate preparation of teachers for teaching economics and personal finance. Again, Family and Consumer Sciences have a rich history in this area. For example, the requirements for course work in Consumer Education are currently 5 hours and will be 9 hours beginning in 2004. Business Education requires 3 hours in economics and 2 hours in business consumer law, while mathematics has no requirement and sociology requires 3 hours economics and nothing in personal finance.

Following is a copy of the Governor’s Executive Order and a copy of the bill. After reviewing these carefully you may want to contact Stan or Sara with your comments and suggestions. Take particular note of the areas in which the recommendations are to be made reflecting the contributions to the teaching of personal finance made by Family and Consumer Science teachers and the qualifications we have to teach personal finance. The recommendations will have a significant impact on where the topic will be taught for grades 9-12. This is your opportunity to have an impact on what those recommendations will be.

For information and a draft copy of the study, you may contact Sara Page McCorkle Director, Center for Entrepreneurship & Economic Education, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121 voice: (314) 516 5249, fax: (314) 516 5354 e-mail: srapage@umsl.edu or Stan Mengel, President & CEO, Missouri Council on Economic Education, 104H Manheim Hall, 5100 Rockhill Road, Kansas City, Missouri 64110. Phone (816) 235-2654. Fax (816) 235-2651 e-mail : mengels@umkc.edu.

PLEASE NOTE: If you do get a copy of the report and review it, in order to retrieve comments and suggestions from a wide range of reviewers like you, an automated web link is available to record your responses to the Position Paper. This is located at <http://iml.umkc.edu/mcee/resp/> and can be accessed by most computers by clicking on this link. Others may have to type the address into their browsers.

(see page 13)

**EXECUTIVE ORDER
02-08**

WHEREAS, over the past decade, a time of unprecedented prosperity, The U.S. has averaged nearly 1 million bankruptcies a year; and

WHEREAS, one-third of all families had credit card debt in 1990, but last year, two-thirds of all families had credit card debt; and

WHEREAS, the children in school today will inherit \$12 trillion over the next twenty years, the largest transfer of wealth in history; and

WHEREAS, it is good public policy to teach our children how to handle the money that will be passing through their hands in the course of their lifetime; and

WHEREAS, a family can go only 17 days without a paycheck, making good budgeting and spending skills a necessity; and

WHEREAS, financial literacy will help eliminate the problems of predatory lending, bankruptcy, and indebtedness; and

WHEREAS, basic education in financial and economic studies can help form a lifetime of habits devoted to saving, wise use of debt and fiscal responsibility; and

WHEREAS, economic forces including markets, international trade, productivity growth, inflation, unemployment, and economic growth will critically affect each person's financial life and personal decision making as a consumer, producer, saver, investor, and citizen voting on public policy issues, making knowledge about these forces necessary for each person.

NOW, THEREFORE, I, Bob Holden, Governor of the State of Missouri, by virtue of the authority vested in me by the Laws and Constitution of the State of Missouri do hereby direct that, for the purpose of promoting and improving each school student's knowledge and responsibility relating to economics and personal finance, the Missouri Council on Economic Education, with the assistance of its affiliate Centers, the Missouri Bankers Association, and the Missouri State Treasurer, shall conduct a study of economics and personal finance education and submit a report on the study to the Governor and Missouri General Assembly on or before January 1, 2003.

The economics and personal finance report shall include, but not be limited to, the following:

- Recommendations on methods, materials, procedures, and in-service training of teachers relating to principles of economics and personal finance,
- Recommendations relating to funding to facilitate the integration of grade-appropriate principles of economics and personal finance from kindergarten through the twelfth grade into math, reading, writing, social studies, business, and family and consumer science courses,
- Recommendations concerning detailed procedures and time tables to assure integration of testing on appropriate areas of economics and personal finance into the Missouri Assessment Program (MAP), with sufficient test questions to permit a separate reportable test score for each of these two subjects,
- Recommendations relating to content for a capstone high school course in economics and personal finance in which a passing grade shall be achieved by each public school student prior to graduation from high school,

(continued on page 14)

- Recommendations relating to establishing appropriate undergraduate preparation requirements for teacher certification for teachers from kindergarten through the twelfth grade that will enable new teachers to meet these increased expectations in economics and personal finance education,
- Recommendations relating to appropriate changes in state laws, rules, or regulations that are necessary to implement the stated purpose of this study.

Any costs relating to the completion of this study shall not be paid by Missouri tax revenue funds, but shall be paid by federal funds, private funds, or other funding sources.

A Friendly Reminder

As you may remember from the last newsletter, we asked for volunteers to participate in a pilot study. A reprint of that request follows. To address accountability and prepare for the reauthorization of Perkins, we are again asking districts to participate in a pilot study to determine if the follow-up data collected for the “career focused” (occupational) programs will assist in providing some of that documentation. If you are willing to participate, we need the follow-up data to be collected on vocational FCS students who are **concentrators only**. Concentrators are defined as students who during their high school career (9-12) have taken **2 or more credits in the Family and Consumer Sciences** program. Most districts collect this information beginning in December. Instructions and a sample data form are included in this issue of the NEWS. If possible, please mail the completed forms to us by

FAMILY AND CONSUMER SCIENCES

Pilot Follow-Up

Seeking your Help!

Demonstrating the contribution of Family and Consumer Sciences (FCS) education to the academic gains and career preparation of students continues to be an issue. It is more important than ever with the *No Child Left Behind* legislation, the reauthorization of Perkins, Missouri HB 1711, and Missouri HB 1973. We are asking districts to participate in a pilot study to determine if the follow-up data collected for the “family focuses programs” will assist in providing some of that documentation.

DIRECTIONS For 180-Day Follow-UP

Follow-up data will be collected on vocational FCS **concentrators only**.

1. With the help of the school guidance counselor, identify students who are FCS vocational concentrators. **These are students who during their high school career have taken 2 or more credits in the Family and Consumer Sciences program.**

For example: 1 credit in Career and Family Leadership
 .5 credit in Family/Individual Health
 .5 credit Consumer Resource Management

2. Working with the placement staff in your district, identify the students who graduated in the Spring of 2002 who were enrolled in Family and Consumer Sciences (FCS) classes during their high school career. **If the senior took two units of credit in FCS, they would be contacted.** Most individuals make the contact by phone. A sample of the 180-day follow-up data collection form follows. Counselors in most districts are willing to provide the student’s names, social security numbers and address for the teachers.

Forms should be completed no later than **February 15** and submitted to Dr. Cynthia K. Arendt, Director, Family and Consumer Sciences Education, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480 Questions: Call (573) 751-2644 or e-mail: carendt@mail.dese.state.mo.us

180-DAY DATA COLLECTION FORM

Sample Form: Data Collection For (2001-2002 Concentrators in 06-04 programs).

Student ID:

Exit Date: (This includes drop-outs)_____Year of Graduation: 02

Last Name:

First Name:

Street Address:

City, _____State _____Zip_____ - _____

Sex: ___Male ___Female___

Disabled___or Disadvantaged___(counselor should know this).

Indicate if the individual is:Employed (related) Yes___ NO___ Employed (not related) Yes___
No___ Not employed___Not Available___Status Unknown___

Continuing Education (related) Yes___NO___Continuing Education (not related) Yes___ No___

Military (related) Yes___No___Military (not related) Yes___ No___

Follow-up Organization:(this is the organization the individual works for/college/branch of military):

Title of job/college major/Military specialty_____

Date Began:(YYMMDD):_____ Work or Home phone:_____

Work Hours/Week:_____Full___Part time:_____

Hourly wages:_____(Leave blank if in college or military).

Student: _____Full _____Part-time _____Hours per week

Street Address: (applies to employer etc.)_____

City_____State_____ZIP_____Phone number:_____

If you have any questions, please do not hesitate to contact Kim Wolfe at (573) 751-2644.

A Call to Action!

By: Joy Behrens, Legislative Chair

As Family and Consumer Sciences teachers we have been given a great challenge. In 2002 the Missouri Legislature passed House Bill 1973. This bill requires a study be done for the purpose of promoting and improving each public school student's knowledge and responsibility relating to economics and personal finance education as a required course for all high school students prior to graduation.

We must express to every Missouri Legislator that each Family and Consumer Sciences teacher have had more training in personal finance than others. Other areas—like social studies, math and business--are also being considered as possible locations for this course offering. Legislators need to know that we currently offer personal finance in our classes. They need to know that we not only have the experience and training, but we also have an excellent curriculum already in place. Our required curriculum, Consumer Resource Management, is a quality personal finance course. Share this competency list with your legislator. This course has been cross-walked with Missouri Show-Me Standards and the National Family and Consumer Sciences Standards.

This is the opportunity to move our programs forward in the 21st century. We must not think that a few can carry this load for us. Many of us have tried to obtain required Family and Consumer Sciences courses through our local school districts. Some have been able to make their local administrators and school boards understand the need for a required parenting class; while others across the state have had a difficult time getting administrators to understand the tremendous impact our programs have on preparing students for their role in the family and the world of work.

We must not be the “hanging chad.” We must let our representatives know who we are, what we teach, our qualifications and that we are ready to teach this course. We need you to respond now! You are being called to let your voice be heard. We have a large group of Family and Consumer Sciences teachers across our state, and unfortunately only a small handful have been carrying the load for all. We need you to help now.

Please contact your Missouri Legislator and Senator today. You can go to the Missouri Legislature web site and type in your zip code and get your legislator's e-mail address. You can write to them now, without any expense of a trip to the post office. Be sure to tell them you would be happy to discuss this with them further should they want more information on your program. Also, invite them to your classroom while they are home working in your district, and have students showcase personal finance projects. We must not let this opportunity escape. Your voice is needed today. Do not hesitate; you must act now! The legislator has charged the committee to study this course offering and to return with their findings in January 2003. We do not have time to waste. Write today.



ATTENTION

Food Service and Culinary Arts Teachers

If you teach food service or culinary arts, mark two upcoming events on your calendar. Of first interest is the ProStart Means Business Professional Development Workshops for ProStart Instructors. If your district has implemented or is planning to implement ProStart you will want to attend this session in Columbia on June 9-12, 2003. Sessions include Program Overview and Best Practices, Business Etiquette, Ethics & Industry Networking Strategies, Kitchen Economics and Business Math. The presenters will be National Restaurant Association Education Foundation (NRAEF) trainers. In addition to these sessions plans are being made for a skill session and a fun tour of some local facilities. The National Restaurant Association, the Missouri Restaurant Association Education Foundation, the Missouri Department of Elementary and Secondary Education, and the University of Missouri–Hotel and Management Program, will sponsor part of the cost for this workshop.

The second opportunity is the Hospitality Business Alliance (HBA) five-day seminar that provides technical and professional instruction for high school teachers. The information that follows is provided by HBA.

Some funding is available for eligible instructors to participate in these professional development sessions. For more information contact Janey Miller, Supervisor, Family and Consumer Sciences Education, Missouri Department of Elementary and Secondary Education, (573) 751-6878, fax (573) 526-4261 or e-mail at jmiller1@mail.dese.state.mo.us.

The Hospitality Business Alliance (HBA) announces locations and dates for the 2003 Hospitality Business Alliance Summer Institutes.

Three years ago, with the help of the HBA College Consortium, (24 leading post-secondary institutions with culinary and hotel management programs), developed a program to help raise the level of knowledge and skills of teachers teaching high school foodservice and lodging management classes. The Summer Institutes have two tracks, the Restaurant Management & Culinary Arts track and the Lodging Management track. Each track has a 3-tier sequential program starting with Level I: Basic progressing to Level II: Advanced and finally Level III: Mastery. The HBA Summer Institutes are open to all high school teachers in ProStart, foodservice, culinary arts, LMP and business/marketing programs.

The five-day Summer Institutes will provide technical and professional instruction combined with industry experiences through industry speakers. The registration fee of \$595 includes instruction, instructional materials, lab facilities, meals (daily continental breakfast, lunch, breaks, welcome reception), etc. Participants are responsible for their transportation, housing and evening meals. For further information, call the HBA, 1-800-765-2122 x 340 or Linda L. Hoops, Tel: (812) 422-7706; email: lindahoops@msn.com
Web Site: <http://learnovation.com/HBA/SummerInstitutes.htm>

2003 Hospitality Business Alliance Summer Institute Schedule

Restaurant Management & Culinary Arts

LEVEL I: BASIC

June 2-6, 2003	Northern Arizona University, Flagstaff, AZ
June 16-20, 2003	Illinois Institute of Art/Purdue University, Chicago, IL
June 23-27, 2003	Virginia Tech/University of Delaware/Culinary Institute of America, Falls Church, VA

LEVEL II: ADVANCED

June 16-20, 2003	University of Nevada, Las Vegas, NV
June 23-27, 2003	Illinois Institute of Art, Chicago, IL
June 23-27, 2003	Virginia Tech/Culinary Institute of America

June 23-27, 2003 Washington State University, Seattle, WA

LEVEL III: MASTERY

June 9-13, 2003 Northern Arizona University, Flagstaff, AZ
June 16-20, 2003 Johnson & Wales University, Miami, FL
June 16-20, 2003 Culinary Institute of America, Hyde Park, NY
June 23-27, 2003 Culinary Institute of America Greystone, Napa Valley, CA

Lodging Management

Level I – June 16-20, 2003 Washington State University, Pullman, WA
Level I – June 23-27, 2003 University of Delaware/Widener University Chester (Philadelphia), PA
Level II – June 16-20, 2003 University of Houston, Houston, TX
Level III – June 23-27, 2003 University of Houston, Houston, TX

Family and Consumer Sciences and Human Services Contacts:

Dr. Cynthia Arendt, Director

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Career Focused Program Approval
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